



Tom Horne,  
Superintendent of Public Instruction

# Arizona Department of Education **Special Edition**



## A Step in the “Highly Qualified” Direction

### *Arizona’s Plan to Ease the Critical Shortage of Special Education Teachers*

The shortage of special education teachers has become critical across the United States. Last year over 70,000 job openings for special educators and almost 13,000 funded positions in special education either remained vacant or were filled by substitutes because no suitable candidates could be found. That left over 630,000 students who have disabilities receiving services from non-certified special education teachers. This is especially alarming in light of research demonstrating that the primary reason for the drop in performance levels of elementary and secondary students is the current shortage of qualified, knowledgeable, well-trained, and credentialed teachers, especially in special education.

Because Arizona is one of the four fastest-growing states in the nation and has the highest percentage of children under the age of five, this situation is even more challenging. Last year, 10.4 percent of the special education teachers in this state’s public schools were not fully certified.

Further exacerbating the problem was the passage of the “No Child Left Behind Act” (NCLB) in January 2002. One of the requirements of NCLB is that all teachers be “highly qualified” no later than the end of the 2005-2006 school year. This seemed a long way off when the mandate was first passed, but now, with less than two years left, states are feeling the urgency.

Under the terms of NCLB, highly qualified teachers must: hold at least a bachelor’s degree from a four-year institution; hold full state certification; and demonstrate competency in their subject area. Middle and high schools teachers must be “highly qualified” in every subject area they teach.

*Continued on Page 5*

**A  
Publication  
About  
Exceptional  
Students**

**Fall 2004**

### **Featured Topics:**

**Meeting the “Highly Qualified” Standard in Arizona  
“Other Health Impairment” Services**

# Table of Contents

|  |    |
|--|----|
| A Step in the "Highly Qualified" Direction .....   | 1  |
| Call for Articles .....  | 2  |
| The Dawn of a New School Year .....  | 3  |
| Scaling to New Heights .....   | 4  |
| Other Health Impairments .....   | 6  |
| Other Health Impairments in the Classroom .....  | 8  |
| Lorie Gerkey's Resource Recommendations .....  | 9  |
| The Demands' Advice to Parents .....   | 10 |
| Journey into the Unknown .....   | 10 |
| Be in the Know .....   | 11 |
| Education Professions .....  | 12 |
| Chronic/serious Illnesses, Injuries, and<br>School-Related Issues .....                    | 12 |
| Medicaid School-Based Claiming .....   | 13 |
| Early Childhood News .....   | 14 |
| A Special Thanks to Article Contributors<br>for this Issue .....                           | 15 |
| Growing a Reader .....   | 16 |
| SUPPORT Cadre Numbers Reach All-Time High! .....   | 17 |
| Use of Audio Textbooks to Assist Students<br>with Disabilities Continues to Grow .....     | 18 |
| Parents and Professionals...Don't Miss Out .....   | 19 |
| Enhancing Arizona's Parent Network .....   | 19 |
| Paving the Way to Improved Learning for<br>Arizona Students .....                          | 20 |
| Director Institute .....   | 22 |
| Congratulations... ..  | 22 |
| ASU Arms Graduate Students to Work with English<br>Language Learners .....                 | 23 |
| Professional Development Leadership<br>Academy Summit 2004 .....                           | 24 |
| Schools Have Success on the Employment Board .....   | 25 |
| Special Education Advisory Panel .....   | 25 |
| Educational Resources .....  | 26 |
| Yuma ESS Director Awarded Distinguished Educator<br>by Tourette Syndrome Association ..... | 27 |
| Autism Spectrum Disorder Team Trainings .....  | 27 |
| Arizona Transition Outcomes Project .....  | 28 |
| Arizona High Achievement for All 2004-2005 .....   | 29 |
| Arizona's Top Monitoring Items with Poorest<br>Compliance .....                            | 30 |
| Things you should know .....   | 31 |
| The Association of School Psychologists Encourages<br>Membership .....                     | 32 |
| Professional Development Opportunities 2004-05 .....                                       | 33 |
| S E L E C T Fall 2004 .....  | 34 |

## CALL FOR ARTICLES

We invite you to submit an article or provide topic information for a future issue of the Special Edition. Please contact Peggy Levesque at [plesvesq@ade.az.gov](mailto:plesvesq@ade.az.gov) to review approach.

Article deadline for the Winter 2004 issue is September 1, 2004. Featured topics will be: Inclusion and ADD/ADHD.

Article deadline for the Spring 2005 issue is January 15, 2005. Featured topics will be: Education for Bilingual Special Needs Students and Dyslexia.

Article deadline for the Fall 2005 issue is May 15, 2005. Featured topics will be: Special Education in Charter Schools and Autism

Editing assistance is available/provided as needed. Download writers' guidelines and a list of additional article ideas to consider. Please send high resolution photographs or vectored art to Peggy Levesque at the above email address or to the address below, attention Special Edition/Miriam Podrazik.

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To stay abreast of what's going on at the Arizona Department of Education, check out the web site frequently. [www.ade.az.gov](http://www.ade.az.gov)

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# The Dawn of a New School Year

By Joanne Phillips, Deputy Associate Superintendent, ESS

Welcome to the 2004-2005 school year! So many new and exciting events are on the horizon that you'll have to run fast to catch them all!

Reauthorization did not happen (as many predicted), so there will be another run at it this year. We suspect that Congress will largely pick up where they left off, rather than starting completely over, unless there is a huge upset in the November elections. There is still time for you to express your opinions and concerns to your legislators, regardless of where you stand on the issues. Each of us has a responsibility to ensure that those who represent us have a clear understanding of the issues and impact of decisions made.

While Congress did not act to complete Reauthorization, Exceptional Student Services has worked hard to offer the assistance you need to get the job done for students with disabilities. Several new initiatives have begun and many are continuing.

## A Glimpse of What's New:

**Comprehensive Autism Training:** 12 days of training for school teams and individuals focused on various aspects of autism (characteristics, evaluation, methods and strategies, communication, social, behavioral, and recreational) to meet the needs of students with autism spectrum disorders (including Aspergers).

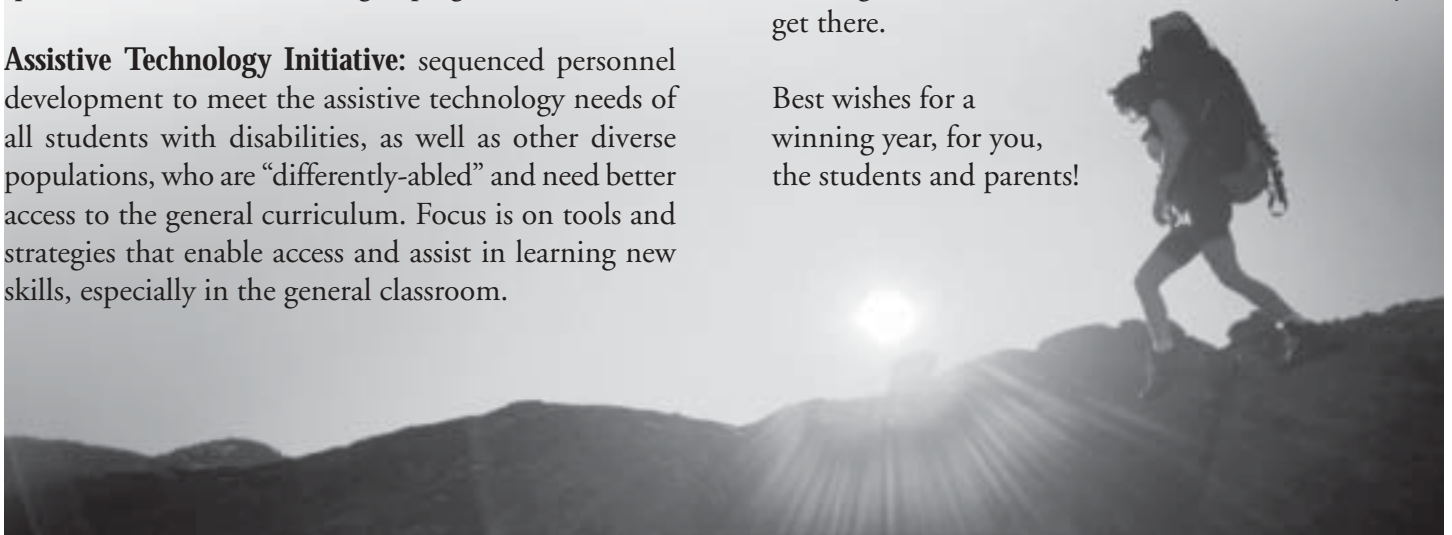
**Assistive Technology Initiative:** sequenced personnel development to meet the assistive technology needs of all students with disabilities, as well as other diverse populations, who are "differently-abled" and need better access to the general curriculum. Focus is on tools and strategies that enable access and assist in learning new skills, especially in the general classroom.

**Private Schools:** The ADE has procured private school services through a state procurement contract. Public education agencies do not have to individually bid private school services, which hopefully, will reduce work and time spent on duplicating efforts. The ADE/ESS web site has a current list of approved private schools as well as those on the state purchasing contract. Private schools approved by the ADE will also be scheduled for monitorings, beginning with this school year.

**Transition Services:** The Arizona Transition Leadership Team, comprised of over 30 individuals including students with disabilities, family members of students with disabilities, employers, local and state agency representatives, and representatives of higher education, have begun sharing information and understanding roles and responsibilities surrounding the successful transition of students to the adult world. With the help of an outside facilitator, this team will meet again in September to create a shared vision that can provide a unified direction toward improving results for Arizona youth.

Your Exceptional Student Services colleagues have committed themselves to providing you with the very best customer service possible. Our goal this year is to form strong linkages between and among agencies, to provide services and assistance in as seamless a manner as possible. We need your input to ensure that we are meeting YOUR needs, and to work collaboratively to get there.

Best wishes for a winning year, for you, the students and parents!



# Scaling to New Heights

## *Paraprofessional Meeting the 'Highly Qualified' Requirement*

In 2001, No Child Left Behind (NCLB) was signed into law and it included what constitutes 'highly qualified' paraprofessionals. The law took into account the many published studies that indicated similar conclusions; that paraprofessionals are used in many Title I schools for teaching and assisting in teaching when their educational backgrounds do not qualify them for such responsibilities.<sup>1</sup> NCLB wants to change that by having trained teachers and paraprofessionals teaching and assisting children in all classrooms.

Paraprofessionals in Title I schools have until the end of the 2005-2006 school year to meet one of three requirements to continue in their current position. They must obtain an Associates of Arts degree or complete a two-year post secondary program of at least 60 course hours or pass a formal state or local assessment in reading, writing, and mathematics.

Many community colleges and four-year universities are working together to develop paths to help paraprofessionals meet the 60-course-hour requirement. For example, Wellton School District requested Arizona Western College (AWC) in Yuma to develop a 60-hour course listing that the paraprofessionals could choose from based on their individual needs. The classes offered include education-focused courses such as Introduction to the Special Education Child, Growth and Development, Classroom Management, Instruction Planning, and more. The student can choose classes appropriate for the type of school or grade level he or she is working in—elementary, middle or high school. It is strongly recommended that those individuals who plan to continue beyond the 60-hour course work for their teaching certificate obtain advisement on the classes that transfer.

Wellton School District, which is participating in Arizona's Transition to Teaching Grant ([www.azttt.com](http://www.azttt.com)), has entered into partnership with AWC to provide classes on the Wellton School

District campus for their paraprofessionals. Wellton invited Antelope Union High School District and Hyder Elementary School District to send their paraprofessionals to the classes. AWC is pleased to provide classes on site for a district that can send a required number of students. This is a viable option, especially for rural areas as they strive to meet the challenge of the highly qualified requirement for paraprofessionals.

The federal government gave each state the flexibility and responsibility to choose their own formal state assessment for paraprofessionals. The Arizona Department of Education has suggested the Parapro Test by Educational Testing Service (ETS) and WorkKeys Proficiency Certificate for Teaching Assistants by ACT. Both offer computer-based and paper-based testing options. If a district opts to develop their own paraprofessional test, they must make sure it provides the 'rigor' NCLB mandates. Crane Elementary School District, also participating in the Transition to Teaching Grant, will provide targeted, small group instruction for their paraprofessionals. Then, the paraprofessional will take the Parapro Test on the computer.

There are many different and successful strategies districts are using to meet the 'highly qualified' requirement in NCLB. If your district has developed a successful strategy that you want to share, or you would like additional information, email Marilyn Daugherty at [mdaughe@ade.az.gov](mailto:mdaughe@ade.az.gov) or call her at 602.364.1838.  
(Footnotes)

<sup>1</sup> See Chambers et al., *Study of Education Resources and Federal Funding: Final Report*, Washington, DC: U. S. Department of Education, 2000.





### **What Does This Mean For Special Education Teachers?**

The United States Congress is in the process of reauthorizing the Individuals with Disabilities Education Act (IDEA). Language in the proposed law mirrors the language in the NCLB that requires special education teachers who instruct in content areas to be “highly qualified” in every core subject they teach as well as in special education. This requirement can have great consequences for schools that already have difficulty finding special education teachers.

### **What is Arizona Doing to Help?**

In August 2003, the Arizona State Board of Education adopted a rubric that meets the NCLB Highly Objective State System of Evaluation (HOSSE) requirements for demonstrating core subject area competence. Using the rubric, those who are currently teaching can earn points for content area knowledge gained through experience; higher education coursework; professional development activities; service activities; and awards, presentations and publications. A score of 100 points on the rubric reaches “highly qualified” status under the NCLB. Middle and high school special education teachers with several years of experience can usually meet the criteria for subject area competence using the rubric. If they cannot, it is recommended that they work out a professional development plan to earn the additional points necessary to be considered “highly qualified.” The Arizona Department of Education, Exceptional Student Services (ADE/ESS) has developed many innovative and promising strategies to help teachers reach that goal.

### **SELECT**

The ADE/ESS sponsors SELECT, a training program administered through Northern Arizona University. The SELECT program offers graduate level classes needed for special education certification without requiring enrollment in a university program. SELECT courses are offered throughout the state via on-site and online classes.

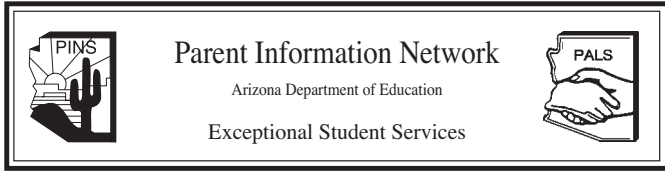


### **University Partnerships**

The ADE/ESS has provided financial support to state universities for the development of new programs designed to train special education personnel. Some of these include: training students to work with low incidence disabilities in early childhood or severe/profound special education, developing web-based curriculum modules on legal issues, accommodations and modifications for students with disabilities, collaboration and standards-based instruction for special education teachers, bilingual programs with special and general educators learning in a co-teaching elective course, and alternative preparation models for teachers of students with visual or hearing impairments.

In addition to collaboration with the state universities, the ADE/ESS has established a partnership with Front Range Community College in Colorado to give Sign language training through an internet-based program.

# Other Health Impairments



## What are Other Health Impairments?

Arizona Revised Statutes (ARS) §15-761(20) state: “Other health impairments means limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, due to chronic or acute health problems which adversely affect a pupil’s educational performance.”

Additionally, the implementing regulations for the Individuals with Disabilities Education Act (IDEA '97) Amendments, 34 CFR 300.7(c)(9), state that “...the limited alertness with respect to the educational environment...”

- (i) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and
- (ii) adversely affects a child’s educational performance.”

Other Health Impairments (OHI) refer to a variety of health problems that dictate the need for special education services. In addition to the health problems noted above, OHI may also include convulsive disorders, cystic fibrosis, Tourette syndrome, AIDS, asthma, cancer, or any other chronic or acute health problem provided that the pupil’s educational performance is adversely affected.

A child may be determined by a Multidisciplinary Evaluation Team (MET) to have OHI if a health problem, such as those listed above, limits the student’s strength, vitality, or alertness; adversely affects the student’s educational development; and the student needs special education and related services in order to make educational progress.

The implementing regulations for the IDEA Amendments of '97 require that Assistive Technology (AT) services be considered during the evaluation and IEP process. A child with OHI may benefit from environmental or curriculum modifications, low technology items to high technology devices.

If a child with a health problem is not eligible for special education and related services under IDEA '97, he/she may still qualify as having a disability under Section 504 of the Rehabilitation Act of 1973. If the child does not qualify under Section 504, the parents may request that the child be considered for eligibility under the district’s policies for pupils with chronic health problems under ARS §15-346. The Chronic Health Form ensures amongst other things that the student cannot be expelled due to excessive absences, which relate to the student’s chronic health issues.

## What Effect Do Other Health Impairments Have on a Child?

Some children have no restrictions on what they can do and learn. Others may require intensive medical care, be extremely limited in their activities, and need educational help. Sometimes a child can be too weak to attend school regularly or lacks the energy or stamina to remain in class long enough to learn. Some illnesses or medications can affect a child’s attention and mood, making it difficult for the child to concentrate. Other children may be considered chronically ill, but do not need special education or related services.

*This information was developed in 1995 by Sheryl Stewart and revised October 2003 by Tina Sweringen, Parent Information Network Specialist and published under the document number of DR09.*

### Editor’s update:

During the 2003-2004 school year, 3,551 students in Arizona received special education services under Other Health Impairment. This number represents approximately 3.16 percent of the 112,125 special education students enrolled as of December 1, 2003.

## Resources

### Books for Children

Carter, A. R. (1996). *I'm tougher than Asthma*. Chicago, IL: Albert Whitman & Co.

Dennis, A. & Buttner, T. (1998). *Taming the Diabetes dragon*. Valley Park, MO: JayJo Books.

Smith, M. (1997). *Pay attention, Slosh*. Chicago, IL: Albert Whitman & Co.

### Books for Adults

Alexander-Roberts, C. (1995). *ADHD and teens: A parent's guide to making it through the tough years*. New York: Taylor Publishing.

Miller, N. B. & Sammons, C. C. (1999). *Everybody's different: Understanding and changing our reactions to disabilities*. Baltimore, MD: Brookes Publishing.

### Organizations/Hotlines/Web Sites

American Diabetes Association of Arizona, 8125 N. 23rd Ave., Suite # 222, Phoenix, AZ 85021-4961, 602.995.4731 or 800.342.2383, [www.diabetes.org/](http://www.diabetes.org/)

American Heart Association, 5325 E. Pima Street, Tucson, AZ 85712, Tel 520.795.1403 or 800.242.1793, [www.americanheart.org](http://www.americanheart.org)

Arizona Asthma and Allergy Institute, 5605 W. Eugie Ave, Suite # 200, Glendale, AZ 85304, 602.843.2991, [www.aafa.org](http://www.aafa.org)

Arizona Consortium for Children with Chronic Illness, 2101 E. Broadway, Suite # 30, Tempe, AZ 85282, 480.557.8445

Cystic Fibrosis Foundation, 3800 N. Central Ave., #700, Phoenix, AZ 85012, 602.224.0068, [www.cff.org](http://www.cff.org)

Enhancing Arizona's Parent Networks (EAPN), [www.ade.state.az.us/ess/eapn/](http://www.ade.state.az.us/ess/eapn/)

Emily Center, Phoenix Children's Hospital, 1919 E. Thomas Road, Phoenix, AZ 85016, 602.546.1400, [www.phoenixchildrens.com/illnesses](http://www.phoenixchildrens.com/illnesses)

Epilepsy Foundation of Arizona, P.O. Box 25084 25084 Phoenix, AZ 85002: 602.406.3581 [www.eaf.org/arizona](http://www.eaf.org/arizona)

ERIC Clearinghouse on Disabilities and Gifted Education, 1110 W. Glebe Rd., Suite # 300, Arlington, VA 22201-5704, 800.328.0272 [www.ericec.org/](http://www.ericec.org/)

March of Dimes Birth Defects Foundation, 1616 E. Indian School Rd., Suite # 200, Phoenix, AZ 85016, 602.266.9933. 7290 E. Broadway, Suite G2, Tucson, AZ 85710, 520.298.5490, [www.modimes.org](http://www.modimes.org)

National Information Center for Children and Youth with Disabilities (NICHCY), P.O. Box 1492, Washington, DC 20013-1492, 800.695.0285, [www.nichcy.org/](http://www.nichcy.org/)

National Organization for Rare Disorders, P.O. Box 1968, Danbury, CT 06813-1968; 800.999.6673, [www.rarediseases.org/](http://www.rarediseases.org/)

Office for Children with Special Health Care Needs, 150 N. 18<sup>th</sup> Avenue, Suite 330, Phoenix, AZ 85007, 602.542.1001, [www.hs.state.az.us/cfhs/ocshcn/](http://www.hs.state.az.us/cfhs/ocshcn/)

Parent Information Network, Arizona Department of Education, Exceptional Student Services, 1535 W. Jefferson St., Phoenix, AZ 85007, 602-364-4015 or 800-352-4558, [www.ade.az.gov/ess/pinspals/](http://www.ade.az.gov/ess/pinspals/)

Pilot Parents of Southern Arizona, 2600 N. Wyatt, Tucson, AZ 85712, 520-324-3150 or 877-365-7220, [www.pilotparents.org/](http://www.pilotparents.org/)

Raising Special Kids, 2400 N. Central Ave, Ste. 200, Phoenix, AZ 85004, 602.242.4366 or 800.237.3007, [www.raisingpecialkids.org/](http://www.raisingpecialkids.org/)

Tourette Syndrome Association, 3400 E. Speedway, # 118-94, Tucson, AZ 85716, 520.620.2288, [www.tsa-usa.org/](http://www.tsa-usa.org/)

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# Other Health Impairments in the Classroom

## Common Learner Characteristics Resulting from the Limited Strength, Vitality, or Alertness:

- Exhibits poor attention skills
- Sporadic or poor school attendance
- Struggles with time management, organizational skills and independent work skills
- Poor academic progress
- Fatigues easily
- Unable to focus
- Impulsive
- Poor socialization skills

## Next Steps for Educators:

- Discuss concerns with parents
- Review student's history (academic, medical, etc.)
- Talk to previous teachers and counselors
- Explore interventions and document the results
- Refer student to school's assistance team for further intervention
- Follow school districts referral procedure for evaluation

## The Education Plan:

- If determined appropriate, develop an IEP that includes all appropriate considerations to meet the student's learning needs
- Develop a daily health care and an emergency plan
- Develop effective lines of communication between home, school, transportation personnel and medical providers

Of all the special education classifications, "Other Health Impairments" (OHI) may be the most difficult to characterize. Sometimes referred to by educators as the "catch all" category, it has the broadest, least specific description (see top of page 6 for the official definition). Therefore, providing a complete list of conditions included and specialized programs a school may be required to provide is nearly impossible. This causes some confusion for many parents and education professionals in Arizona.

"A lot of educational teams are not knowledgeable enough about how to determine which students qualify to receive services under this classification, and what programs or services should be provided," says Lorie Gerkey, an area special education director for Mesa Public Schools. A medical diagnosis is not enough. MET/IEP teams must determine if the specific health condition is acute and/or chronic and results in limited strength, vitality, or alertness in the educational setting. The student's educational program must be adversely affected and the condition must create a need for special education services.

During the initial evaluation process, schools have seen increased pressure from parents to identify their student under OHI rather than another IDEA eligibility category. Take, for example, a bipolar medical diagnosis. While some very good arguments can be made for including this condition in "Other Health Impairments," under IDEA, it is classified as an emotional disability (ED). Some parents express concern that the IDEA eligibility label will follow their child throughout the rest of his or her school years. OHI seems to carry a "softer" connotation than an ED label. In a situation like this, Gerkey will often advise teams to consider OHI eligibility as long as the OHI eligibility requirements for receiving special education services are met.

Parents will sometimes pressure schools to place their child in special education based on behaviors exhibited at home. According to Gerkey, however, such children often can "hold it together" at school to the degree that their performance is not significantly affected. In such a case, the school would most likely determine that the child does not require services.

While the number of students served under OHI every year varies, the most prevalent disabilities seen are ADD/ADHD, asthma, seizures, and diabetes. For any student who qualifies for special education or related services, the IEP team determines what the student needs to learn effectively.



Many students with OHI disabilities need special accommodations, yet do not need formal “special education.” Instead of developing an IEP, these students’ needs are usually met under Section 504, which is intended specifically for such situations. For attention issues, accommodations might include frequent breaks, highlight materials, and/or provide auditory stimulus as opposed to visual. Certain medical conditions, such as asthma or diabetes might require regular trips to the



nurse’s office or more passes from class. Students with diabetes often need to eat snacks at their desk and take extra recess to get their adrenalin going. For some specific medical conditions, like cancer or chronic health issues, students might receive homebound support and extra tutor time. Each student’s specific needs would determine the list of possible accommodations.

No matter what disability is identified, “The goal,” Gerkey says, “is to provide what is needed without interfering with the curriculum.”

As hard as IEP teams work to communicate, classroom teachers sometimes find themselves lacking important information about their special needs students. Judy Wilcoxson, second grade teacher at Lindbergh Elementary School in Mesa, said, “Teachers must constantly be on guard for emergency situations that arise.” One of her students who had asthma participated in physical education without informing the PE teacher of the condition. The little girl arrived back in the classroom wheezing and hardly able to catch her breath. Fortunately, Wilcoxson had seen a similar asthma attack. She contacted the nurse who rushed the child to the hospital.

“At one school where I taught,” said Wilcoxson, “the nurse handed out a list at the beginning of each year.” The list included students who had medical conditions and trouble areas to watch for like asthmatic attacks, diabetic shock and other illness-related incidents. Even without such a list, once a teacher is alerted to a medical condition, Wilcoxson recommends that he/she seek out information on actions to take in the event of an emergency. And she adds one more caution. “I never leave on a field trip without making sure we take inhalers, medications and snacks for the students who might need them.”

## Lorie Gerkey’s Resource Recommendations

1. AzTAS document “Eval and Re-eval” at <http://www.ade.az.gov/ess/AZTAS/Default.asp>
2. PINS Information Sheet DR09
3. Pre-Referral Intervention Manual (PRIM) by Hawthorne Educational Publishers. This book is

an excellent resource for teachers, counselors, and the entire school community. PRIM helps teachers identify both behavioral and academic difficulties by breaking each subject and behavior into categories. In addition, there are a wide variety of interventions that are practical for the classroom. This book is also of great help with documentation of behaviors. Purchase this manual at your favorite online or local bookseller.

# The Demlands' Advice to Parents

- Go into IEP meetings with a list of items you want covered
- Expect all IEP participants to attend meetings
- Work toward a unified spirit with the rest of the IEP team for finding the best methods of meeting your child's educational needs
- Know your child and speak up when a suggestion doesn't fit
- Read every word of the IEP—if something isn't right, recall the meeting and get it changed
- Research options for situations you aren't happy with
- Know the escalation progression for dispute resolution (teacher/principal/school board/state Department of Education/and as a last resort your state representative)

## Journey into the Unknown

### *Parents Impacting their Child's Education*



For Dave and Debbie Demland, the journey into the unknown began when staff at the private preschool their son, Clark, attended noticed an irregularity with his speech.

After researching the Arizona Revised Statutes to learn what resources were available to them, the Demlands approached their public school district for a speech evaluation. "Clark has a slight impediment,"

the therapist said, "but it will not be a long-term problem. He's too smart to need special education services."

Disappointed, but convinced that their son had something more than a "slight impediment," the Demlands took Clark to a specialist in childhood speech at Arizona State University's college of education, personally covering the cost of the additional testing. This time the results validated their concerns. The ensuing report identified an over-large tongue that did not place correctly to produce accurate sounds. The specialist recommended intervention, beginning with speech and possibly moving on to physical therapy later. The Demlands breathed a sigh of relief when, two days after receiving a copy of the report, the school district scheduled Clark for speech therapy.

The next year, while Clark attended kindergarten at a private school and received speech therapy at the district, the Demlands' world tilted on its axis. Doctors diagnosed their son with Duchene's, the most common—and most aggressive—form of muscular dystrophy, a condition that not only destroys muscle tissue, but also tends to cause slightly slower brain function. Most boys with this disease live only to their early twenties. The Demlands reached an agreement with the school district to act as consultants for their son while he was enrolled at his private school.

By the time Clark completed the second grade, it was clear to his parents and teachers that, to successfully continue his education, he would require a full-time aide. "We didn't like pulling him out of private school," Dave admitted, "but that was the only way to get Clark what he needed, so we did it."

The Individualized Education Plan process for Clark as he began the third grade in public school had a difficult beginning. Two different testing methods were used: one to establish a baseline, another to monitor progress. This caused confusion since his initial reading level and his target level came out the same. Dave insisted on measurable goals, getting the Demlands off to a rocky start with the school. It turned out that the school was operating under

some misconceptions that have since been corrected. That year, the couple learned that, although schools might want to provide the right accommodations, they don't always know what to suggest. If the Demlands wanted the best education for their child, they would have to take the responsibility to research all the options.

Everything changed when Clark entered the fourth grade and a new resource teacher came on the scene. "We couldn't have found anyone better," Debbie said. "She not only understands special education but our goals as parents as well."

Over the past three years, Dave and Debbie have learned that the education process for a special needs student is give and take with the school. They cheer the progress their son has made in math and reading, which they directly attribute to the skill level and dedication of Clark's teachers. Now, at age 12, Clark is ready for junior high. The Demlands "hold their breath," hoping the new team of teachers can make appropriate accommodations to continue their son's progress. They remain vigilant, ready to jump in if necessary. Although they see the rigid requirements of the federal No Child Left Behind mandate as a potential roadblock, the Demlands continue to hope and dream of the day Clark crosses the stage to pick up his high school diploma.

Looking back, they would have asked for one more thing in the beginning if only they had known what was in store for them. "Parents need an instruction manual on the IEP process," Debbie said.

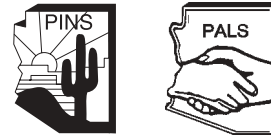
Dave and Debbie have testified before a special state education subcommittee on special education. They volunteer at Raising Special Kids to help other parents of students with special needs navigate the process of advocating for their children. "You have no idea how much you can impact your child's education if you just take the time to understand their needs and research the appropriate services that are available," Dave tells these parents.

Parents who need help advocating for their own children can contact the Demlands at 602.955.3248 or [demland@cox.net](mailto:demland@cox.net).



## Be in the Know

Check out these resources for help in learning to advocate for your special needs child.



Printed materials, trainings and workshops on how parents can actively participate in their child's special education are offered by **Arizona's Parent Information Network (PIN)**. Find out what is available at [www.ade.az.gov/ess/pinspals/](http://www.ade.az.gov/ess/pinspals/).



**Enhancing Arizona's Parent Network (EAPN)** offers a variety of resources throughout the year. Visit <http://www.ade.az.gov/ess/eapn/>



**Pilot Parents of Southern Arizona** provides information and referrals to parents of children with disabilities. Call 520.324.3150 (Ans machine available) for Tucson, or 602.468.3001 in Phoenix.



**Raising Special Kids** provides support services to families with children who have disabilities. Contact them at [www.raisingpecialkids.com](http://www.raisingpecialkids.com) or 602.242.4366.

# Education Professions

## A Collaborative High School Program

In 2002 three divisions at the Arizona Department of Education—Career and Technical Education, Exceptional Student Services and Academic Support—began a collaborative effort to create a program of instruction for high school students interested in pursuing a career in the field of education. This new program is intended to impact schools in three significant ways: (1) offer a viable career path to high school students complete with post secondary articulation possibilities; (2) help address the growing need for teachers, paraprofessionals and other education professionals that is sure to increase even more due to the educational requirements outlined in No Child Left Behind, ESEA, and IDEA ; and (3) provide students with tutor/mentoring opportunities.

The program is designed to follow the basic format of all Career and Technical Education programs currently funded in Arizona under the Carl D. Perkins Vocational Technical Education Act of 1998. This program of study requires a three-level instructional sequence:

- **Level I, Technological Foundations:** designed to introduce 7<sup>th</sup> or 8<sup>th</sup> grade students to basic career exploration.
- **Level II, Life Connections:** designed to introduce 9<sup>th</sup> or 10<sup>th</sup> grade students to human development, interpersonal communication and workplace skills.
- **Level III, Education Professions:** designed for 11<sup>th</sup> and 12<sup>th</sup> grade students who have a specific interest in pursuing a career in education. This two-year course covers specific careers in education; exposes students to education structure, theory, pedagogy, learning styles, and methodology; and provides hands-on experience with children in a learning environment.

The program requires a work-based learning experience and compliance with Career and Technical Education Performance Measures. It also offers opportunities for students to participate in a student organization (Future Educators of America) and interface with an appropriately certified teacher.

Education Professions became a reality for the 2003-2004 school year. There are currently 42 programs across the state involving 748 students. Twenty additional programs are expected to begin fall semester 2004. Many of the programs have been successful in creating dual credit agreements with local community colleges, giving students a “jump start” into their post secondary education.

If you have questions about the Education Professions Program please contact: Jan Brite, Arizona Department of Education, 602-542-4365 or email [jbrite@ade.az.gov](mailto:jbrite@ade.az.gov).

## Chronic/Serious Illnesses, Injuries, and School-Related Issues

It is estimated that 40 percent of children and adolescents with chronic health problems experience school-related problems (Thies and McAllister, 2001). Even when serious illness and/or its treatment do not directly impact a child's cognitive development, it can affect the child's academic functioning and emotional adjustment in numerous ways.

- Students dropped from school unnecessarily
- Students' grades lower than ability levels
- Discrimination against students because of their illness
- Low self-esteem resulting in non-compliance, feelings of isolation and dropping out of school

*Prepared by Carla Woyak, MEd. CW Visions, Inc.  
Contact her at [cwoyak@yahoo.com](mailto:cwoyak@yahoo.com)*



# Medicaid School-Based Claiming

## *Helping Schools Help Special Needs Students*

**by: Tricia Krotenberg, MBA, M.Ed, Office of Special Programs, AHCCCS  
and Melinda Hollinshead, Ph.D., Office of Special Programs, AHCCCS**

At a time when the education dollar is stretched to its limits, educators face additional pressures trying to provide necessary services to students with special needs. Many special education students require medical as well as educational services within the school setting. The good news is Medicaid will reimburse schools for some of the medical services provided to children who are both Title XIX Medicaid eligible and identified as eligible under IDEA. Historically, approximately forty percent of special education students enrolled in participating local education authorities (LEA) are Medicaid eligible. In many cases, schools providing services to those students are entitled to federal reimbursement.

Through a program known as Medicaid School-Based Claiming (MSBC), the Arizona Health Care Cost Containment System (AHCCCS), Arizona's Medicaid administrator, assists LEAs to draw down federal Medicaid dollars. MSBC is a joint federal-state program that offers reimbursement for both the provision of covered, medically necessary school-based services and for the costs of administrative activities, such as outreach, that support the Medicaid school-based program. For purposes of this program, a LEA is defined as a public school district, charter school not sponsored by a school district, and the State Schools for the Deaf and the Blind. The exciting part is that the program has reimbursed over 83 million dollars to Arizona Schools since July 2001.

MSBC operates as a reimbursement program, giving LEAs the opportunity to recapture some of the costs associated with providing covered direct medical services to students who meet certain criteria. Currently, schools can receive reimbursement for physical therapy, occupational therapy, speech therapy, nursing services, health aides, certain transportation, and behavioral health services. These activities are considered "direct medical services."

All qualified covered services must be:

- Identified on a qualified child's Individualized Education Plan (IEP)
- Provided by qualified registered AHCCCS providers who are employed by or subcontracted with the LEAs
- Provided on school grounds in most cases
- Ordered or prescribed by either a licensed physician or by other qualified providers
- Prescribed and provided in accordance with the *AHCCCS Medical Policy Manual*
- Medically necessary services

The MSBC program in Arizona is administered by MAXIMUS, a third party administrator (TPA) under contract to AHCCCS to provide assistance to LEAs wishing to participate in the program. MAXIMUS' role as a TPA is to assist the LEA with the following.

- Provide necessary outreach, education, and training required to prepare all LEAs to participate in the program
- Process claims
- Conduct periodic compliance reviews of participating LEAs



Currently MAXIMUS has contracts with over 234 LEAs statewide. They continuously conduct outreach education in order to increase participation in the program. Any school district interested in participating in this program should contact MAXIMUS at 480.736.0195 or toll free at 877.877.8011. Or log on to their web site at [www.maximusschools.com/arizona.htm](http://www.maximusschools.com/arizona.htm).

# Early Childhood News



## Early Childhood Standards Review and Refinement

The Arizona Department of Education, Early Childhood unit is in the process of revising the Early Childhood Education Standards. Meetings were held throughout the state during March and April of 2004 to review the Language/Literacy and Math domains of the standards. Over 400 stakeholders provided input.

The unit shared all comments and suggestions with the refinement team, which is composed of fifty members representing the many facets of early childhood in Arizona. The refinement team, facilitated by a national consultant, has completed their preliminary work. In September, they will hold seven focus meetings throughout the state. All early childhood stakeholders will have an opportunity to comment on the revised standards. Those who cannot attend a focus meeting can view the revised standards after they are posted at [www.ade.az.gov/earlychildhood](http://www.ade.az.gov/earlychildhood).

The goal is to present the revised early childhood standards to the state readiness board and state board of education in November, with professional development to begin January 2005.

## Early Childhood Certification/Endorsement

Early childhood, the years between birth and age eight, is an important and unique period in a child's life. Early experiences and education are of critical importance for a child's cognitive, social, emotional and educational success and well-being. Young children's learning and development clearly depend on the educational qualifications of their teachers. The most effective preschool teachers have a least a four-year college degree and specialized training in early childhood (National Institute for Early Education Research 2003).

In order to better serve Arizona's children, early childhood education professionals are proposing that an Early Childhood Certificate and an Early Childhood Endorsement be established to address gaps in content and provide prospective and current teachers an opportunity to update professional knowledge and competence specific to the early childhood years. The goal is to provide higher quality early education programs to better prepare Arizona children to entering school.

Although the Early Childhood Certification and Endorsement will likely be available by 2005, teachers will not be required to obtain them until July 1, 2009. The current proposals require all public school teachers serving children birth through kindergarten to have an Early Childhood Certification or Endorsement by the 2009-2010 school year; current kindergarten teachers will be exempted.

For more information, contact the Arizona Department of Education Early Childhood Education Office at 602.364.1530 or [www.ade.az.gov/earlychildhood](http://www.ade.az.gov/earlychildhood).

## Work Sampling System

The Arizona Department of Education offered training on the Work Sampling System (WSS) throughout the state in June and July of this year. The WSS 4<sup>th</sup> Edition is a research-based performance assessment designed to enhance instruction and improve learning. This system reflects current thinking in standards and assessment and assists teachers with on-going progress monitoring to guide instruction and provide outcome information for parents. WSS is one tool schools may use to meet and fulfill state and federal requirements for collection of outcome data.

Training was open to certified early childhood special education teachers with a commitment to obtaining the WSS Certification and providing the training to others in their district.

## Administration of a Comprehensive Developmental Assessment (CDA) Training

Early Childhood Education has arranged training for additional research-based performance assessments on the following dates:

September 10 and 11, 2004

September 17 and 18, 2004

October 1 and 2, 2004

October 8 and 9, 2004

The Early Childhood Education unit will offer regional CDA trainings to early childhood special education teachers and preschool evaluation teams. This is another tool to help preschool evaluation teams determine eligibility for special education and related services for children, ages 3-5. Early childhood special education teachers may also use the CDA as an ongoing progress-monitoring tool to guide instruction. It also provides outcome data that meets state and federal requirements. For additional information, contact the Early Childhood Education office at 602.364.1530 or [cblackw@ade.az.gov](mailto:cblackw@ade.az.gov) or [vnav@ade.az.gov](mailto:vnav@ade.az.gov).

### **Early Childhood Institute**

November 1-2, 2004  
Black Canyon Conference Center  
9440 N. 25th Avenue  
Phoenix, AZ

The seventeenth annual Early Childhood Institute, co-sponsored by the Arizona Department of Education, Early Childhood Education; Southwest Human Development and other agencies will offer a variety of opportunities for personal and professional growth to those who touch the lives of young children, with an emphasis on children with special needs. For further information contact Tina Anthony at [tanthony@swhd.org](mailto:tanthony@swhd.org) or 602.266.5976 ext. 216.

### **Carla Hannaford/Becky Bailey**

#### **Dominance Factor/Loving Guidance**

February 24 and 25, 2005  
Mesa, AZ

The Arizona Department of Education, Early Childhood Education and Mesa Public Schools, Parent University will co-sponsor this training. For additional information contact Jan Umbay at 480.472.7278, Peggy Senn at 480.472.0373 or the Early Childhood Education office at 602.364.1530 or [vnav@ade.az.gov](mailto:vnav@ade.az.gov).



## **A Special Thanks to Article Contributors for this Issue**

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PINS/PALS

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# Growing a Reader

By Catherine Otto, M.A.

Many people are amazed to hear that learning to read begins in the early weeks of life. From birth to age 5, children develop the language, thinking, physical, emotional, and social skills they will need for the rest of their lives. Parents are the child's first and most important teachers and the home is the child's first "classroom." Everything a parent says to—and does with—the baby is a learning experience. What can parents do to plant the seeds of successful literacy development?

**Talk!** Research shows even very young infants can learn and remember the rhymes and inflections of language. A baby becomes familiar with words he hears consistently, so parents should talk about what is happening during bath time, mealtime, playtime, and diaper changing. Just think, a baby goes through approximately 12,000 diaper changes. Those are great learning opportunities. Sing favorite songs. Make up silly poems using the child's name. Tell stories. Recite nursery rhymes. Name things. Share finger plays. Actively involve the child in this process.

**Read!** Reading aloud to children has been called the single most important activity for building the knowledge required for success in reading. Jim Trelease, author of the *Read Aloud Handbook*, says that books and children can't Velcro together; they need a caring, sharing adult to make the connection. Try to establish a reading routine that works for the family. Some parents read at bedtime, others during lunch, or just before naptime.

Children's attention spans vary at different ages. Recognize this and adjust reading time accordingly. Many parents find it helpful to take books wherever they go. It can make time waiting in line or at a doctor's office seem shorter.

Parents need to be "reading role models." Children are great imitators and when they see reading as important and enjoyable to their parents, they want

to participate as well. Many families and schools have adopted D.E.A.R. time (Drop Everything and Read). This means whatever a person is doing they stop (turn off the TV, computer, or video game) and read books, magazines, or newspapers for a designated time. One family even puts a book in front of the dog.



Children need to experience a variety of books—alphabet, counting, storybooks, culturally relevant, concept, and picture—from a wide range of authors. Take advantage of the local

library. Yard sales are an inexpensive way to expand the home library.

How a parent reads a book is important. Ask questions to encourage comprehension, then wait patiently for the child to answer. Many children like to read the same book repeatedly. Reading, like playing the piano, takes practice to learn, and there is a certain comfort in re-reading a favorite book.

Talking, listening, and reading with children in warm, positive ways every day lay the foundation for becoming a successful learner. This starts in early infancy and continues even after the child reads independently. Tomie dePaola, a noted children's author, characterizes the importance of reading best. "Learn to Read, Read to Learn."

*Cathy Otto has worked with young children with special needs and their families for over 30 years. Currently she is a partner with the Arizona State Improvement Grant (SIG). For more information on Goal 3 of the SIG go to <http://www.azsig.com/sig3web.htm>.*



# SUPPORT Cadre Numbers Reach All-Time High!



The SUPPORT Cadre is a free resource developed by the Arizona Department of Education, Exceptional Student Services (ADE/ESS) to provide technical assistance to educators in programs for children with disabilities. The Cadre offers assistance via phone, email or onsite. Currently, 120 consultants are ready and able to consult with educators statewide.

SUPPORT Cadre consultants are recruited based on their expertise and experience in special education and related fields to give support to those with specific needs or interests.

Areas of expertise include:

- Accommodations and modifications to the environment
- Adaptive physical education
- Administration—charter and school district
- Anger management
- Art for children with special needs
- Assistive technology
- Assessment
- Autism
- Audiology
- Behavior strategies
- Bus safety
- Special education/ELL students
- Collaboration
- Chronically ill students
- Classroom environments
- Effective parent partnerships
- Extended school year
- Grant writing
- Gifted education
- Inclusion

- Special education in secure care settings
- Incorporating Internet into lessons and instruction
- Learning disabilities
- Life skills
- Compliance with regulations
- Curriculum development
- Data collection
- Discipline
- Orthopedic impairments
- Preschool programs and services
- Elementary programs and services
- Middle school programs and services
- High school programs and services
- Scheduling
- Self-advocacy (for middle school and high school students)
- Language development through literature
- Self contained classrooms
- Teacher evaluation training
- Training and coaching teachers
- Training and supervising paraprofessionals
- Transition
- Traumatic brain injury
- 504 accommodations

This resource matches peer consultants with assistance requests from public schools serving special education students. The SUPPORT Cadre provides an opportunity to tap into the best kind of knowledge: the hands-on experience from those who have worked in field for several years.

Start this school year off proactively by making your request today. Contact the coordinator, June Torrance, 480.570.9046 or [jtorran@ade.az.gov](mailto:jtorran@ade.az.gov).

## FREE RESOURCE FOR SCHOOL STAFF

# Use of Audio Textbooks to Assist Students with Disabilities Continues to Grow

*By Megan Prine*



One weekday in April 2004 found Superintendent Tom Horne locked behind closed doors. On this morning, however, Superintendent Horne wasn't meeting with administrators or preparing to address the media. He was seated in a recording booth, reading a textbook designed to assist students who are challenged by a print disability.

Superintendent Horne is one of thousands of volunteers nationwide who supports the work of Recording for the Blind & Dyslexic, a non-profit organization that produces textbooks in an audio format for the benefit of students who are challenged by a print disability. This can include a visual, learning or physical impairment that makes using a printed textbook difficult or impossible.

Recording for the Blind & Dyslexic, or RFB&D, has assisted students with print disabilities since 1948, when it was created for veterans blinded in World War II. For years, RFB&D remained a hidden gem among visually impaired people of all ages who used RFB&D's audio textbooks to aid them with their academic pursuits. But nearly 10 years ago RFB&D recognized that their library of audio textbooks, which is now holds close to 100,000 titles, could also make a difference in the lives of students who struggle because of a learning disability such as dyslexia.

Today, nearly 130,000 students nationwide rely on RFB&D's "learning through listening" program to keep up with class work and achieve academic excellence. In Arizona, over 1,200 students in more than 50 schools currently participate in the program. "RFB&D's audio textbooks are more than an accommodation for these students with print disabilities," said RFB&D educational outreach director Donna Brown. "This tool empowers students with disabilities to achieve excellence in the classroom and to reach their potential."

Brown, a former special education teacher, can empathize with teachers and parents who are desperate to find ways to help students who may need to learn in non-traditional ways. "When I meet with teachers and tell them about the learning through listening audio textbook program, their eyes light up." As a former educator herself, she knows that effective resources are not always easy to come by. She says that when teachers find out about RFB&D's comprehensive program, which includes training for students and teachers, ongoing local support, and a library of audio textbooks that contains texts in virtually every subject imaginable, it opens up a whole new world of possibilities for them.

Peter Koskinen, vision resource specialist at Shadow Mountain High School, has used RFB&D's audio textbooks on tape with his students for several years. This year, thanks to a grant from APS, his program has been enriched with RFB&D's new digital equipment, which makes learning with audio textbooks even easier. According to Koskinen, "one textbook on one disc is awesome," as compared to the same book taking up 20 to 30 of the four-track audiocassette tapes. Another advantage that he points to is that the digital textbooks on CD "enable the students to use the audio textbooks anywhere."

Kristen is an 18-year-old student in Peter's program at Shadow Mountain. At the end of her fifth-grade year, retinal detachment caused her to go blind. She continued with her studies, learning Braille and using books on tape as educational tools. It wasn't until she entered high school that Kristen learned of RFB&D's audio textbooks. "I'm glad we have it," Kristen says of Shadow Mountain's membership in RFB&D's "learning through listening" program. She uses the audio textbooks for her science and English classes, and is excited that the school now has access to the books on CD.

“It’s cool that you can go right to a page,” Kristen said, referring to the high-tech navigation embedded in the CDs, enabling students to go to a specific chapter or page in the textbook, and even create electronic bookmarks. Kristen wants to become a marine biologist, lawyer, nurse, doctor or liaison to a foreign country. Because RFB&D records books from kindergarten through graduate level, she is assured of access to virtually any textbook she needs to realize her dreams.

The Arizona Department of Education has identified over 53,000 K-12 students who have a learning disability that could benefit from RFB&D’s services. Shadow Mountain’s Peter Koskinen attests to the value of RFB&D’s audio textbook program. “For anybody with any kind of reading problem, these books are just wonderful,” he says. Next year his high school will add a communications disorders program. In a word, Peter says that the audio textbooks will be a “fantastic” resource for the participating students.

The RFB&D “learning through listening” audio textbook program offers memberships for individuals and schools. Membership includes access to their library, training for students, teachers and parents, as well as ongoing support from their local offices. To learn more about the audio textbook program and how to make it an integral part of a curriculum, contact RFB&D’s educational outreach director Donna Brown at 602.443.0155 or at [dbrfbdaz@yahoo.com](mailto:dbrfbdaz@yahoo.com). Or check out the web site at [rfgd.org](http://rfgd.org).

*Megan Prine is a former director for the Arizona unit of Recording for the Blind & Dyslexic.*

### **RFB&D’s results are measurable**

A Johns Hopkins study concluded that students with disabilities who used RFB&D’s AudioPlus® recorded textbooks on CD increased content acquisition scores by 38%.

## **Parents and Professionals...Don’t Miss Out**



### **Enhancing Arizona’s Parent Network**

Check out the Enhancing Arizona’s Parent Network’s (EAPN) web site to take advantage of the wealth of information available to parents of children with disabilities. Print, copy and distribute the Training and Event Calendar and make your community aware of the wide variety of activities and events occurring in your area. The Information and Leadership articles are updated regularly. “Bookmarks” are a great promotional tool for getting the word out to families about this invaluable resource. If you would like copies in English or Spanish, contact Becky Raabe at [beckyraabe@aol.com](mailto:beckyraabe@aol.com) or 928.526.2566.

# Paving the Way to Improved Learning for Arizona Students

Capacity building grants are a good way to bring extra money into your district or charter school to help support programs for students with disabilities. Each year, the Arizona Department of Education sets aside a portion of funds from the *Individuals with Disabilities Education Act* to use for competitive, two-year grants that focus on developing greater capacity to serve students with special needs.

Over the years, the capacity building grant applications have been streamlined to make the process as easy as possible. Performance indicators are built in so that grant recipients know what data must be collected and reported; and completion report criteria is also predetermined. Grant-writing training is available to help identify and assess a school's needs and develop sound programs to meet those needs.

To get an idea of what others have done in the past, interested parties may view projects that successfully obtained funding on the department's Grants Management Enterprise, even if you do not have common logon permission. Go to the ADE Home Page at <http://www.ade.az.gov>. Choose "Financial Services" located in the blue bars on the left. Click on "Grants Management" and then "Project Summary." Effective practices and strategies have been developed through previously funded projects and are posted on the capacity building grant best practice web site. Locate the link to this site on the Exceptional Student Services home page.

Capacity building grant applications will be available to public education agencies online through the Grants Management Enterprise on a staggered schedule starting in the fall. One can view current funding opportunities by accessing "Fund Alerts". Don't forget to download the *Application Protocol and User Guide* provided as a download file. The Protocol consists of important information, including criteria that will assist in the writing of a strong and fundable grant, a list of allowable and prohibited expenditures, and application submission deadlines.

Districts and charter schools may benefit from a capacity building grant summarized below.

## **Alternative Programs for Students with Emotional Disabilities Grant**

The purpose of this grant is to support the development and provision of alternative programs in schools, which will decrease the placement of students with emotional disabilities in day treatment or residential programs.

## **Arizona Behavioral Initiative Grant for Safe Schools** (formerly Creating Disciplined School Environments)

This grant is provided through a partnership between the Arizona Department of Education, Arizona State University, Northern Arizona University, and University of Arizona with support from the National Center for Positive Behavioral Interventions and Supports. It is designed to assist in the development of improved behavior management systems that will decrease problem student behaviors resulting in increased student achievement. The grant operates in collaboration with and under the supervision of the Arizona Behavioral Initiative (ABI). For more information on ABI and this grant priority, you may visit <http://abi.ed.asu.edu>. For grant information, contact one of the University Partners:

1. Angel Jannasch-Pennell, Arizona State University, [angel@asu.edu](mailto:angel@asu.edu)
2. Joan Oakes, Northern Arizona University, [joan.oakes@nau.edu](mailto:joan.oakes@nau.edu)
3. Jolene Ferro, University of Arizona, [jbferro@email.arizona.edu](mailto:jbferro@email.arizona.edu)

## **Autism Spectrum Disorder Grant**

This grant supports a train-the-trainer approach to deliver professional development that will increase effective teaching skills and knowledge for those working with children with Autism Spectrum Disorder (ASD).

## **Counseling Services Grant**

This grant focuses on the development of collaborative efforts with community agencies and/



or creation of innovative systems change in the provision of counseling services for students with disabilities and their families. The criteria have recently been revised to reflect a program that increases an education agency's capacity to provide counseling services through the establishment of a solid infrastructure or system based on collaboration and staff training. Support for the provision of direct counseling services is no longer a major element in this grant

### **Disproportionality of Ethnicity Grant**

This grant is designed to support efforts by public education agencies in the development of an effective system to address the disproportionate numbers of ethnically diverse students identified for special education by applying self-selected models to improve proportionate numbers of students in special education. The models must provide strategies and supports to all educators to address academic and behavioral needs of at-risk students prior to referral for special education. Funds from this grant must be used in the research, planning, and implementation of a program or project that addresses disproportionality of ethnicity.

### **Paraprofessional Training Grant**

Promotion of systemic change through in-service and/or pre-service training for paraprofessionals in school settings is the focus of this grant. Funds may be used to assist paraprofessionals in obtaining two years of college credit or an associate's degree; in passing a formal state or local academic assessment; or to provide training activities based on the specific needs of a school's paraprofessionals. Proposals for this priority must demonstrate substantial impact on students who are identified with special needs.

### **Reading Intervention Grant for Grades 4–8**

The purpose of this grant is to promote systemic change by improving reading skills for students with disabilities, grades 4–8 in low performing schools. Through a systemic change approach, the focus is to increase teachers' knowledge and ability to teach effective reading strategies in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension to students with disabilities.

### **School to Adult Life Transition Grant**

Funds from this grant will support activities designed

to improve transition programs for youth with disabilities ages 14–21 by increasing the knowledge of educators, students, families, administrators, and other agency personnel of the transition requirements as outlined in the *IDEA*. This grant will provide the opportunity to develop research-based effective practices and a comprehensive model for operating a successful youth transition program that can be documented and replicated throughout the state. The foundation for this is outlined in the model developed by the Office of Disability Employment Policy (ODEP) in collaboration with the National Collaborative on Workforce and Disability (NCWD) (see to <http://www.ncwd-youth.info> and click on the link for the High School/High Tech Program Manual). This grant works in conjunction with the Arizona Transition Outcomes Project (ATOP). For more information on the ATOP, see <http://www.ade.az.gov/ess/transitionservices>, or contact Wendy Collison, [wcollis@ade.az.gov](mailto:wcollis@ade.az.gov).

### **Transition Services from AzEIP to Preschool Programs Grant**

The purpose of this grant is to promote systemic change by supporting the development or enhancement of a program to transition young children from the Arizona Early Intervention Program (AzEIP) to preschool programs with a minimum of disruption in services to the children and families. Such a program will emphasize effective team collaboration between the public education agency staff and the Department of Economic Security, Arizona Early Intervention Program, as well as other state and local agencies, that concentrates on child find, interdisciplinary planning, assessment, and implementation of services. Charter schools are not eligible to receive funds for this grant. For more information on Child Find with links to AzEIP, log on to <http://www.ade.az.gov/ess/ChildFind>.

For more information on capacity building grants, contact Celia Kujawski at [ckujaws@ade.az.gov](mailto:ckujaws@ade.az.gov).



# Congratulations...

...to the following school districts and charter schools that received competitive two-year capacity building grants effective July 1, 2004.

## **Alternative Programs for Students with Emotional Disabilities**

Gilbert Unified District  
Phoenix Union High School District  
Vail Unified District

## **Arizona Behavioral Initiative Grant for Safe Schools**

Ball Charter Schools (Dobson)  
Balsz Elementary District  
Fort Huachuca Accommodation District  
Marana Unified District  
Pearce Elementary District

## **Counseling Services Grant**

Buckeye Union High School District  
Hope School  
Sedona-Oak Creek Joint Unified District  
Somerton Elementary District

## **Disproportionality of Ethnicity Grant**

Madison Elementary District  
Show Low Unified District

## **Paraprofessional Training Grant**

Casa Grande Elementary District  
Excel Education Centers Prescott  
Litchfield Elementary District  
Phoenix Union High School District  
Somerton Elementary District  
Tombstone Unified District

## **Reading Intervention Grant for Grades 4-8**

Hayden-Winkelman Unified District  
Miami Unified District  
San Carlos Unified District

## **School to Adult Life Transition**

Amphitheater Unified District  
Catalina Foothills Unified District  
Cochise County School Superintendent  
Gila Bend Unified District  
Glendale Union High School District  
Phoenix Union High School District  
Sunnyside Unified District  
Vail Unified District

## **Transition Services from AzEIP to Preschool Programs Grant**

Flowing Wells Unified District  
Gilbert Unified District

ADE/ESS wishes them much success in achieving positive project outcomes over the next two years.

Stay on Top of What's New

## **2004 Director Institute**

*at*

***Wigwam Resort • Litchfield Park, Arizona***

***October 18-21, 2004***

“Celebrating Successful Special Education”

If you are a district or charter school principal, assistant principal, special education director, teacher, related services personnel, parent or community member who is actively involved in the education of students with disabilities, this institute is for you.

The 2004 Director Institute will base its presentations on the National Staff Development Council's *Standards for Staff Development*. These standards are grounded in research that documents the connection between student learning and staff development.

The institute will center on at least three critical issues related to educating children with disabilities: Recruiting and Retaining Highly Qualified Teachers; Enhancing the Quality of Teaching; and Best Practices.

For more information contact Miriam Podrazik at [mpodraz@ade.az.gov](mailto:mpodraz@ade.az.gov).

# ASU Arms Graduate Students to Work with English Language Learners

The fall 2004 semester will mark the fourth year of a specialized clinical training program for bilingual graduate students in speech-language pathology at Arizona State University (ASU) in the Department of Speech and Hearing Science. With funding from the U.S. and Arizona Departments of Education, and in collaboration with more than 15 local school districts, Program Director M. Jeanne Wilcox, Ph.D., CCC-SLP has developed a training program to address the growing demand for qualified professionals who understand the special needs of children with limited English skills and communication disorders. The graduate program has grown into one of the largest and most well-known bilingual/ multicultural training programs in the country. By the end of this academic year, the federally- and state-funded training grants will have enrolled and supported 20 graduate students, and 15 will have completed their studies.

ASU is also pleased to announce that effective Fall, 2004, Dr. Adelaida Restrepo will join the faculty at ASU in the Department of Speech and Hearing Science. Dr. Restrepo is internationally recognized for her innovative work and contributions to bilingual speech-language pathology and she will

also participate as faculty in the bilingual SLP program at ASU.

For working professionals interested in additional training for serving culturally and linguistically diverse populations, the ASU Department of Speech and Hearing Science offers two graduate courses during Fall 2004 and Spring 2005 that focus on working with children who are English language learners. The fall course, Spanish Language Acquisition is scheduled for Tuesday afternoons, 4:40–7:30 p.m. The spring course, Bilingual Assessment and Intervention, will address Spanish-English bilingual speaking populations with communication disorders. The Infant Child Research Programs, a laboratory research and training program for which Dr. Wilcox is the director, in conjunction with the Department of Speech and Hearing Science at ASU also offers training workshops on multicultural/bilingual issues. Information on workshop events is available through the ICRP/ASU web site, <http://icrp.asu.edu>. For more information regarding the bilingual training program, courses, or other training please contact Miriam Garland, the Coordinator of the Bilingual Training Program, at 480.965.8575 or [miriam.garlant@asu.edu](mailto:miriam.garlant@asu.edu).



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# Professional Development Leadership Academy Summit

## 2004

The Professional Development Leadership Academy (PDLA) successfully completed its 2004 summit. Entitled Pathways to Progress: Guiding Powerful Professional Development, the three-day annual summit, recently hosted in Scottsdale, showed an outstanding attendance of nearly 230 Arizona education professionals from every corner of the state.

Reflecting the atmosphere of innovation among PDLA leaders, the third annual summit took a whole new approach, one bringing Arizona to the cutting edge of professional development in areas such as collaborative teaming and developing professional learning communities.

Rather than the typical, passive learning style of many conferences, the 2004 summit was structured to summon active participation from all in attendance. Participants' schedules were filled with a broad array of highly interactive sessions from which to select including classes, hands-on workshops, coached planning sessions, and even context-specific learning games. PDLA leaders found that respecting participants' unique needs and allowing for a maximum of flexibility and choice earned this year's summit high marks.

Changes in the summit structure were spurred by two principles in education theory. First, the growing understanding of how crucial teacher excellence is to student success and, second, the keen importance of open communication channels and active collaboration between education professionals in all positions. The pro-active approach of noted professional development experts prepares Arizona schools to better meet the often rigorous requirements of No Child Left Behind.

In attendance were 22 established teams representing public schools, districts, charter schools and county school offices. PDLA leaders plan to continue working with the present teams to assist them to plan, implement and evaluate effective professional development at their local sites. Recognizing the success of PDLA's approach to professional development, it is expected that perhaps as many as 30 additional professional development teams

will form within the next year. PDLA is gearing up to guide current teams and individual participants into mentoring roles for new teams.

Arizona Superintendent of Public Instruction Tom Horne, one of few to speak before the entire group, placed a hearty stamp of approval on the efforts of all individuals in attendance. Additionally, he praised the cohesive focus of each team and the direction of the summit.

"I have come here to pay tribute to you, to your leaders," Horne said.

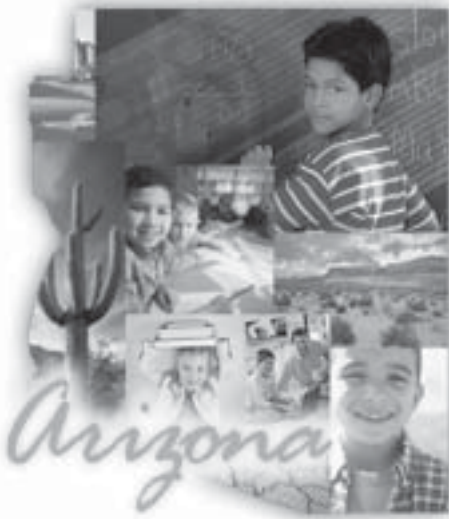
Quality teaching is paramount, he said, citing a 40 per cent higher success rate in students taught by highly qualified teachers. Horne articulated his goal to support the creation of what he called the "master teachers," those who are successful in the classroom, as mentors to other teachers, and as leaders in programs of excellence.

"Of all the things I do, professional development is the most important," Horne said. "You're here to build better schools, educate more successful students, and you have my full support," he added.

For more information on participating in powerful professional development for your classroom, school, or district contact the Julie Gasaway, outreach director for Highly Qualified Professionals, Academic Achievement Division at 520.628.6794 or [jgasawa@ade.az.gov](mailto:jgasawa@ade.az.gov).







## Schools Have Success on the Employment Board

Gloria Proo of Pima Vocational High School recently used the Arizona Education Employment Board (AEEB). She said, "I wanted to thank you for this opportunity to post a job opening. I obtained a very good candidate for the science/math teaching position through your service! I was not having success in other avenues. Thanks."

The AEEB is an information system developed to assist schools in hiring personnel and to assist individuals who are seeking employment.

The AEEB contains job postings for each of Arizona's numerous school districts, charter schools, private schools, secure care facilities, and other education agencies. The jobs that are posted range from principal to secretary and from 12th grade science teacher to preschool special education teacher.

Each posting has a detailed description of the job and contact information the searcher can use to learn more about the position. If the school has a web site, there will be a link next to the posting that the user may click on to find information about the school. If the contact person has an email address, the user may choose to email that contact person with a resume.

<http://www.arizonaeducationjobs.com>

## Special Education Advisory Panel

The State of Arizona has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education-related services for children with disabilities. The public is encouraged to review the panel's agenda postings and provide input at meetings. Dates for the 2004-2005 school year have been determine as:

September 21, 2004

November 16, 2004

January 18, 2005

March 8, 2005

May 17, 2005

June 21, 2005

Meetings will be held from 9:00 am to 3:00 pm in Room 417 at the Arizona Department of Education building at 1535 W. Jefferson, Phoenix, Arizona.

For additional information, meeting agendas, and minutes, visit the web site at <http://www.ade.az.gov>. Click on "Educational Programs and Services," then "Special Education," then "Special Education Advisory Panel." Or, contact Jeannette Zemeida, Administrative Assistant, ADE/ESS at 602.542.3855.

Did you know the latest issues of the *Special Edition* can be downloaded from the web?

**[www.ade.az.gov/ess](http://www.ade.az.gov/ess).**

Click on Comprehensive  
Systems of Personnel  
Development.

# Educational Resources

The National Center on Education Outcomes (NCEO) offers a wide variety of educational information at <http://education.umn.edu/nceo/OnlinePubs/>. See a sampling below.

Information about the participation of students with disabilities in national and State assessments is at <http://education.umn.edu/nceo/OnlinePubs/Technical30.htm>

## **A National Study on Graduation Requirements and Diploma Options for Youth with Disabilities**

<http://education.umn.edu/nceo/OnlinePubs/TechReport36>

This report updates the status of graduation policies nationwide and examines states' perspectives on the intended and unintended consequences of various graduation policies. Results in the report show continued diversity of graduation requirements and diploma options and that a range of diploma options continue to be available to students with and without disabilities in most states. The report also makes recommendations to help guide state and local district decision-making when adopting state graduation requirements and alternative diploma options.

## **Improving Validity of Large-scale Tests: Universal Design and Student Performance**

<http://education.umn.edu/nceo/OnlinePubs/TechReport37>

This paper reports the theoretical background and research results for a study conducted using Universal Design of Assessment features. A sample of 231 sixth grade students from traditionally under-performing schools and populations took two tests. One test (traditionally designed) was drawn from released large-scale assessment items and presented in standard format. The second test was created using the constructs of the traditionally designed test, but included features of Universal Design elements. Results of this experimental research demonstrated that students scored significantly higher on the universally designed test. Findings have implications for the validity of testing students with disabilities and English language learners.

## **Testing Students with Disabilities Out of Level: State Prevalence and Performance Results**

<http://education.umn.edu/nceo/OnlinePubs/OOLT9report>

Several of the states that tested students with disabilities out of level in large-scale assessment during 2000-2001 provided participation data to NCEO. These data were analyzed to determine the numbers of students tested out of level and how far below grade level they were tested, as well as to examine how well students who were tested out of level performed.

## **Reporting Out-of-Level Test Scores: Are These Students Included in Accountability Programs?**

<http://education.umn.edu/nceo/OnlinePubs/OOLT10report>

A series of telephone interviews with all states that test students with disabilities out of level in large-scale assessments revealed few states with reporting practices in place for out-of-level test scores to be reported to the public.

## **Preparing Educators to Teach Students with Disabilities in an Era of Standards-based Reform and Accountability**

[http://education.umn.edu/nceo/OnlinePubs/EPRRI\\_TR5](http://education.umn.edu/nceo/OnlinePubs/EPRRI_TR5)

Based on principles of inclusive accountability systems developed by NCEO, input by participants at a symposium conducted by the Education Policy Reform Research Institute (EPRRI), and other research, this report puts forth the key skills and knowledge that all educators need to increase the participation and performance of students with disabilities in standards-based environments.

## **New: Strategies to Improve Access to the General Education Curriculum Information Chart**

Find research-proven strategies to use in the classroom at [www.k8accesscenter.org](http://www.k8accesscenter.org)

**Performance on State Assessments** is a short article by the American Youth Policy Forum about the progress of students with disabilities on state assessments. [http://www.ldonline.org/ld\\_indepth/assessment/performance\\_assessments.html](http://www.ldonline.org/ld_indepth/assessment/performance_assessments.html)

Also check out at the same site:

Presentations by Chat Facilitator, Michael Hock  
**Closing the Achievement Gap; Assessment and Instruction:** Accessible at [http://208.246.68.104/documents/AccessibleAssessmentandInstruction\\_000.ppt](http://208.246.68.104/documents/AccessibleAssessmentandInstruction_000.ppt)

**“Highly Qualified” Resource:**

**Arizona Transition to Teaching** web site at [www.azttt.com](http://www.azttt.com)

The U.S. Department of Education, through No Child Left Behind (NCLB) funds, awarded the Arizona Department of Education a five-year Transition to Teaching grant in 2002. The site specifically addresses recruitment, retention, and the “highly qualified” component of teachers and paraprofessionals in rural area schools.



Dont forget to check Arizona Promising Practices web site for the most up-to-date information on reserch-based practices.  
[www.azpromisingpractices.com](http://www.azpromisingpractices.com).



## Autism Spectrum Disorder Team Trainings

The ADE/ESS has developed an exciting new training series on Autism Spectrum Disorder to be presented over the next year. Designed specifically for teams consisting of three to eight members but open to everyone, the series covers a broad range of skills and strategies to effectively support students with this disability. Teams should include a special education teacher, speech pathologist, psychologist, parent, and other professionals involved with the educational needs of these students. Participants may earn one credit per training session through NAU. If you would like to participate, contact the special education director of your public education agency. Check out the partial schedule on page 33 of Special Edition, or go online to <http://www.ade.az.gov/> and click on “Calendar of Events” to view the complete listing of dates.

## Yuma ESS Director Awarded Distinguished Educator by Tourette Syndrome Association

The Tourette Syndrome Association (TSA) at its national conference in Arlington, Virginia named Salvador Rodriguez of Crane Schools in Yuma the only recipient of 2004 Distinguished Educator. Sal was not present at the conference and was personally awarded his plaque at the June 2004 meeting of the Crane Schools’ Board of Directors by Arizona TSA Chapter board member Judy Peterson. Yuman Carol Engler nominated Sal for the national award, after he arranged for a full-day presentation on Tourette Syndrome by the National TSA education specialist Susan Conners, hiring 170 substitute teachers so district teachers could attend the conference.

Over 200 educators attended the in-service by Conners, due to cooperation of the Southwest Region ESS Directors and Mr. Rodriguez’ ability to secure a donated facility for the event. Peterson recognized Mr. Rodriguez as the “elevated model [the members of TSA] now have for special educators throughout the state and the country. Having so many educators in a school district understand the neurological ‘differences’ in children with TS will be of tremendous benefit to the children, parents, and teachers in Crane Schools and the SW Region.”

# Arizona Transition Outcomes Project

## Setting the Stage for Improved Transition Planning

Thanks to over 100 respondents to the Arizona Transition Outcomes Project (ATOP) survey, the ADE/ESS is able to share successful strategies for improving transition planning for young adults with disabilities. The majority of survey respondents felt that ATOP helped:



- Evaluate the effectiveness of delivering transition services to students and families through individualized education plans (IEP)
- Develop a model for continuous transition planning improvement
- Identify strategies/interventions that work and schools throughout Arizona can replicate
- Assist schools in meeting the transition service requirements of the IDEA 1997

Specific transition practices have been implemented including but not limited to: resource directories, fairs, guest speakers at parent nights, role-play at in-service trainings, and the Transition Outcomes Project Checklist to make sure all transition requirements are covered in an IEP.

Many policies have been modified by schools who participated in the ATOP. Forms now include space to address transition requirements. Students in many schools receive their own meeting notice. Discussions at IEP meetings focus on student-centered long-term goals and long-range plans. Students and parents participate in meetings on a more regular basis. Some schools have implemented policies to hold IEP meetings only when the student is present to discuss his or her education desires and needs. “This approach provides greater detail, clarity, and educational relevance to students and families,” stated one survey respondent.

Various schools have used parent and student surveys to capture satisfaction and support levels for transition planning and initiatives. School newsletters inform students and families about outside agencies, the importance of self-advocacy and student participation in the IEP, and upcoming transition-related trainings. Some schools solicit evaluations of the quality and delivery of programs and services.

Respondents also submitted requests for additional technical assistance that the ADE/ESS will use to develop additional supports. Sample accommodation strategies include:

- The ADE/ESS will continue Outreach trainings statewide. In April of 2005, transition-related focus groups will be held with students, families, educators and other agency personnel to explore the education issues middle and high school students face.
- The fourth annual transition conference scheduled for September 22–23, 2004 at the Wigwam Resort in Litchfield Park, Arizona will include outside expert speakers.
- Dr. Ed O’Leary will provide free evening and all-day transition trainings in Window Rock, Kingman and Yuma, open to anyone interested in transition planning.
- In-service training for individual schools will continue to be offered by ADE/ESS education program specialists to address the specific areas identified, including but not limited to adjudicated youth, K-8 schools, transition in rural communities, and working with students with significant disabilities.
- Capacity building grants have been awarded for the 2004-2005 fiscal year and will be available again next year to help schools develop comprehensive transition programs.



- The Arizona Transition Leadership Team (ATLT) held its first meeting with over 25 state and community agencies as well as students with disabilities and family members of young adults with disabilities. The ADE/ESS will report team progress when appropriate and has added an ATLT link to the Transition Services web page at [www.ade.az.gov/ess/transitionservices](http://www.ade.az.gov/ess/transitionservices).
- Qualified vendor and service provider lists will be available through the Division of Developmental Disabilities, <http://www.de.state.az.us/ddd/DDDVendorDirectory.asp> as well as vocational rehabilitation counselors.
- The ADE/ESS education program specialists will monitor model programs nationwide and make this information available upon request. Schools can visit

<http://www.transitioncoalition.org/> for information on programs compiled by the University of Kansas, Transition Coalition. Students, families, educators and others are encouraged to visit the National Center on Secondary Education and Transition ([www.ncset.org](http://www.ncset.org)) web site.

- The ADE/ESS will provide updates as reauthorizations occur of the Individuals with Disabilities Education Act, Carl Perkins Act, Workforce Investment Act, and other federal laws.

For more information on the ATOP survey results or strategies to be identified in the future, contact Wendy Collison at 602.364.4026 or [wcollis@ade.az.gov](mailto:wcollis@ade.az.gov). To receive automatic updates, ask to be added to the list serv.



## Arizona High Achievement for All 2004-2005

The focus of this workshop series is to prepare teachers to help special education students succeed in the classroom with general education curriculum. These workshops provide practical information on differentiated instruction, accommodations and modifications that meets the National Staff Development Council standards for professional development.

Diana Browning Wright, nationally known trainer and author returns to Arizona for the second year to lead the Arizona High Achievement for All (AHAA) project. She directs California's Positive Environments Network of Trainers (PENT), an e-mail linkage of 1800 educators with a core cadre of 200 throughout the state. Diana is on the convention faculty of LRP publications and frequently presents for national and state educational organizations on a wide range of educational topics.

The workshops are scheduled as follows.

|                     |                      |
|---------------------|----------------------|
| Day one/day two:    | October 29-30, 2004  |
| Day three/day four: | December 10-11, 2004 |
| Day five/day six:   | February 18-19, 2005 |

Registration must be made no later than October 7, 2004.

Registration fee: \$195.00 per person for all six days

For more information contact:  
Exceptional Student Services  
Miriam Podrazik  
602.364.4005  
[mpodraz@ade.az.gov](mailto:mpodraz@ade.az.gov)



# Arizona's Top Ten Monitoring Items with Poorest Compliance

*by Lynn Busenbark*

Have you ever wondered what the most common errors are amongst the myriad federal and state special education requirements? Here are the procedural mistakes most often made by the education agencies in Arizona that were monitored during the 2004 school year.

| Rank       | Monitoring Item  | % Correct |
|------------|--|-----------|
| #10        | In the evaluation section, current classroom-based assessments and performance in the general curriculum were included in the review of existing data:                   | 69%       |
| #9         | In the evaluation section, a classroom observation (by someone other than the student's classroom teacher) was conducted during an evaluation for learning disabilities: | 68%       |
| #8         | In child find, procedures were distributed to parents:   | 65%       |
| #7<br>Tied | In evaluation, the MET report described the impact of English language proficiency on progress in the general curriculum:  | 64%       |
|            | During the reevaluation process, parents were informed of their right to request additional data   |           |
| #5         | In service delivery, correct procedures were followed when transitioning children from early intervention (AzEIP) to preschool:  | 62%       |
| #4         | In child find, appropriate referral procedures for children aged birth through two years, nine months were followed:   | 60%       |
| #3         | In evaluation, the review of existing data included results of formal assessments (district and statewide tests):  | 59%       |
| #2         | In procedural safeguards, prior written notices included all of the required components:   | 49%       |
| #1         | Our poorest performance statewide, documentation that the parents were notified on the same day that a decision was made to suspend a student:                           | 44%       |
|            |  |           |

All of these components fell below the 70% compliance rate across the 87 districts, charter schools and other public agencies monitored during this past school year. While the percentages differed slightly, all of these items were also among the bottom performers in the two previous school years.

Since five of the ten most common errors were in the evaluation section of the monitoring system, one of the ESS Outreach training sessions for 2005 will focus on conducting appropriate evaluations with emphasis on the review of existing data. Participating teams will practice on actual student files and receive feedback from specialists on the completeness of the team review.

The two new agreements with AzEIP on child find and transition will necessitate statewide training for both early childhood providers and school districts which should assist schools in improving performance on three more of the top ten trip-ups. Look for announcements related to these opportunities soon.

However, ESS is mystified over the reasons for one of the most frequent errors – prior written notice (PWN) omissions. The requirements surrounding PWN have been in place since the Education of the Handicapped Act (EHA) was passed in 1975. School staff have ample opportunity to practice and monitor the appropriate writing of these notices and to correct any misunderstandings in a timely manner. The ESS AzTAS document on prior written notice (available on-line at [www.ade.az.gov/ess/AZTAS](http://www.ade.az.gov/ess/AZTAS)) includes a self-assessment and multiple examples of compliant PWNs for all occasions. Given the impact of prior written notice errors when a complaint is filed or a due process hearing held, ESS recommends that school administrators increase their supervision of the sufficiency of notices that are sent to parents in their schools. Remember, a properly completed prior written notice is a school's best friend!

Lynn Busenbark is the Director of Program Support for Exceptional Student Services.

# Things you should know

## Gene Monitoring Now Possible

GeneChips represent new technology enabling scientists at TGen to advance research that was unattainable only a few months ago. There are approximately 47,000 genes in the human genome and all of them can be displayed on a chip called a microarray that is about half again the size of a digital camera flash card. Scientists use these chips to study genes that misbehave in individuals with disorders such as autism. This technology allows scientists to easily compare and analyze the entire human genome and rapidly identify the genes that cause this currently intractable disorder. For more information contact Southwest Autism Research and Resource Center (SARRC) at [www.autismcenter.org](http://www.autismcenter.org).



### Outreach

Regional Outreach Training will be offered through May for Arizona administrators and educators. A new and exciting topic will be offered each month at nine sites throughout the state. These trainings will offer the latest information with a focus on increasing understanding and compliance of federal and state laws, and resources available from ESS. These trainings offer opportunities to network and receive information designed to facilitate and improve appropriate services for students with disabilities. Later training times will be offered on topics especially geared for teachers. This information is posted at [www.ade.az.gov](http://www.ade.az.gov) under "Calendar of Events."



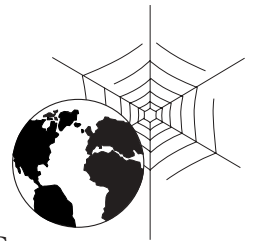
### Special Education Emergency Supplemental Funding

There are federal funds available to public education agencies for emergency special education needs. These funds are limited in both amount and scope. Monies are granted upon demonstration that the education agency is in fiscal difficulty due to situations involving students who are eligible for special education services, but whose enrollment could not have been anticipated during the normal budget planning process. The most common situation is the unexpected enrollment of a child with significant disabilities that requires support over and above services generally provided by the education agency. Rapid growth in special education preschool programs can also qualify. Other circumstances are considered on a case-by-case basis.

Please contact Kristen Dewey at [kdewey@ade.az.gov](mailto:kdewey@ade.az.gov) for a complete packet of information and an application, or you may call her at 602.542.5447. An online application will be available soon.

### CEC Online

The Council for Exceptional Children is offering a variety of online workshops on critical and timely special education topics. Go to their web site [www.cec.sped.org](http://www.cec.sped.org) and click on *Professional Development Training & Events*.



## **Recruitment/Retention**

It is not possible for the higher education institutions in Arizona to train a sufficient number of special education teachers to fill all of the vacancies. Teachers must also be recruited from other states. One of the goals of the Arizona State Improvement Grant (SIG) is to recruit and retain highly qualified special education professionals. A number of recruitment and retention activities are supported through the grant.

A very successful component is the Arizona Education Employment Board (AEEB), a web-based tool to assist schools in hiring personnel and to aid individuals who are seeking employment. This site, which more people have visited than any other state-sponsored employment site, contains job postings for school districts, charter schools, private schools, secure care facilities, and other education agencies. Jobs are posted by geographic region with links to all public education agencies so participants can directly access location-specific information. Since July 2003, over 400 special educators have been hired for Arizona schools through the AEEB. The web address is <http://www.arizonaeducationjobs.com>.

The SIG also offers stipends for district and charter school special education teachers who are teaching on emergency certificates. These monies are provided to pay for classes through SELECT or at community colleges so teachers can become fully certified.

Well-trained, highly qualified professionals are imperative to the educational success for Arizona students with disabilities. For further information on professional development activities at the Arizona Department of Education, Exceptional Student Services, contact Miriam Podrazik, Director of Comprehensive Systems of Personnel Development at 602.364.4005 or [mpodraz@ade.az.gov](mailto:mpodraz@ade.az.gov).



## **The Association of School Psychologists Encourages Membership**

School psychologists and other professionals are encouraged to join the Arizona Association of School Psychologists (AASP) and receive the benefits of membership:

- Annual conference and regional conferences
- Intervention newsletter
- Listserv resource information
- Free one-year subscription to RIDE OnLine, your intervention idea resource
- Leadership opportunities

Those who are not school psychologists but are dedicated to the children of Arizona are welcomed by AASP as an associate member. Annual membership dues are \$65 for both school psychologists and associates.

Phone 480.854.8950 or email [assnmgmt1@cox.net](mailto:assnmgmt1@cox.net) for an application. Please indicate either a new or a renewal membership.



# Professional Development Opportunities 2004-05

## September

Enhancing Arizona's Parent Network (EAPN). EAPN Has Multiple Dates for Family Support training. Please visit <http://www.ade.az.gov/ess/eapn/> to view the most current training dates for September

- 10 Enhancing Arizona's Parent Network (EAPN). Developing an Effective IEP. At Arizona Center for Disability Law, Phoenix, AZ: Contact 602.274.6287
- 10-11 Autism Spectrum Disorder Team Training, for school team participation through application. Overview of the Project and of Autism Spectrum Disorder Characteristics, at Wigwam Resort and Golf Club: Contact 602.542.3182
- 22-23 Transition Conference. Bases Loaded! Who's up Next? At Wigwam Resort and Golf Club: Contact 602.542.3855

## October

Enhancing Arizona's Parent Network (EAPN). EAPN Has Multiple Dates for Family Support training. Please visit <http://www.ade.az.gov/ess/eapn/> to view the most current training dates for October

- 8-9 Autism Spectrum Disorder Team Training, for school team participation through application. Evaluation, at Wigwam Resort and Golf Club: Contact 602.542.3182
- 18 New Directors Training, for new Special Education Directors at Wigwam Resort and Golf Club: Contact 602.542.3183
- 19 Law Training, Special Education law training at Wigwam Resort and Golf Club: Contact 602.542.3183
- 18-21 Director Institute, for Special Education Directors at Wigwam Resort and Golf Club: Contact 602.542.3183
- 24 Enhancing Arizona's Parent Network (EAPN). 2004 Special Education Fall Forum at Parent Information Network: Contact 602.274.6287
- 29-30 Arizona High Achievement for All, for new groups created through application at the Black Canyon Conference Center: Contact 602.542.3183

## November

Enhancing Arizona's Parent Network (EAPN). EAPN Has Multiple Dates for Family Support training. Please visit <http://www.ade.az.gov/ess/eapn/> to view the most current training dates for November

- 12-13 Autism Spectrum Disorder Team Training, for school team participation through application. Communication Skills, at Wigwam Resort and Golf Club: Contact 602.542.3182
- 16-18 MEGA Conference. At the Radisson in Tucson, AZ: Contact 602.542.7470

## December

Enhancing Arizona's Parent Network (EAPN). EAPN Has Multiple Dates for Family Support training. Please Visit <http://www.ade.az.gov/ess/eapn/> to view the most current training dates for December

- 10-11 Arizona High Achievement for All, for new groups created through application at the Black Canyon Conference Center: Contact 602.542.3183

## January

- 21-22 Autism Spectrum Disorder Team Training, for school team participation through application. Social Skills, at Wigwam Resort and Golf Club: Contact 602.542.3182

## February

- 11-12 Autism Spectrum Disorder Team Training, for school team participation through application. Instructional Strategies, at Wigwam Resort and Golf Club: Contact 602.542.3182

## June

- 20-22 Autism Spectrum Disorder Team Training, for school team participation through application. Content being formalized. Contact 602.542.3182

Note: For all reading-related professional development offerings go to <http://www.ade.az.gov/>. Click on "Calendar of Events"

The calendar is updated with new trainings as they arise, so check it out often.





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